

SB pages 2-11 WB pages 72-78

OBJECTIVES

Reading

A text about daily routines; a blog; interviews about routines; a website article about children in India; *The Railway Children*

Writing

A text message; an email to a penfriend

Listening

Description of a bedroom

Speaking

Discussing daily routines; describing bedrooms and furniture

Language

Present simple

Life Skills

Self-management

Values

Coexistence values

Issues

Citizenship

LESSON 1 SB pages 2-3 WB page 72

Outcomes:

- To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion

Before using the book:

- Welcome the students in a polite and friendly way. This will help them to feel at home and also to think in English again. Say, for example, *Hello and welcome to our English class!* If you have not taught the class before, give them your name and title: *My name is Miss/Mrs/Mr …*
- Ask students to open their books. Draw attention to the photos of activities that young people like to do on page 2 of the Student's book. Ask students to tell a partner one thing they can see in each photo, for example food, a book, a phone, a ball, etc.

SB page 2



Discuss

Find these activities in the photos. Which do you often / never do?

1 Direct students to the instruction. Review how to use *often* (for things you do many times a week) and *never* (for things you don't do).

2 Ask students to look at the photos of activities on Student's Book page 2, read the activities in the box and say the activity in each photo.



3 You could provide a model for students to use as they make their sentences, e.g. *I often help to make dinner. I never listen to music.*

Answers:

1 help to make dinner
2 have lunch at school
3 do sports
4 text friends
5 listen to music
6 read on the sofa

Research

Choose a country. What time do students come home from school in that country?

1 Elicit from students when they come home from school. Find out what students already know about students in other countries.
2 Ask students to tell each other what they found out. Have a short class discussion about the differences between different countries.

Answers:

Students' own answers.

Find

Look through the unit. Where is Shahana from?

1 Explain that Shahana is a girl who they are going to read about in this unit.
2 Ask students to scan the rest of the pages in Unit 1 for the word Shahana and then scan the text about Shahana to find out where she's from.
3 Ask students to compare their answers in pairs.

Answers:

She is from India.

SB page 3


Lesson 1 | 1

Reading

1 Read about Mariam. How does she get to school?

2 Read about Mariam again. Are these sentences true (T) or false (F)? Correct the false sentences.
1 Mariam does the same things every day of the week. (F) She has the same routine every school day.
2 Mariam cooks breakfast before school. ___
3 Mariam sometimes listens to music on her way to school. ___
4 Mariam always makes dinner for her parents. ___
5 Mariam often watches TV in bed. ___

3 Read and complete.

Mariam 1 doesn't get up at 7 am. She 2 ___ up at 6.30. Mariam 3 ___ make breakfast. Her mum always 4 ___ it. Her parents 5 ___ at a school. They 6 ___ at a hospital. They 7 ___ home early. They 8 ___ home late.

4 Answer the questions.
1 Does Mariam listen to music on the bus? Yes, she does.
2 Do her parents make the dinner? ___
3 Does Mariam text her friends before she goes to bed? ___
4 Does Mariam do the same every school day? ___

Writing and speaking

5 Write two true sentences and one false sentence about your daily routine.

On Saturdays, I always get up at 11 o'clock. I never have coffee for breakfast. I often listen to music on my way to school.

Remember!
Adverbs of frequency
always usually often sometimes never

6 Read your sentences to your partner. Your partner can guess which one is false!

The first sentence is false. You don't always get up at 11 o'clock.

Workbook page 72 | Lesson 1 | 3

Reading

1 Read about Mariam. How does she get to school?

1 Direct students to the photos of Mariam on pages 2 and 3 of the Student's Book.
2 Elicit that a daily routine is the activities that people do every day and the times when they do them. Students can check the meaning of *routine* in the *Glossary*, if necessary.
3 Elicit possible ways in which Mariam could travel to school, e.g. on foot, by car, by bus, by train.
4 Students read the text and find the information about how she travels to school.
5 Ask students to compare their answers in pairs.

Answers:

She goes by bus.

2 Read about Mariam again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Read the statements 1–5 with the class, asking a different student to read each one.



2 Ask students to decide individually if each statement is true or false based on what they can remember about Mariam's daily routine and then read the text again to check their answers.
3 Ask students to compare their answers with a partner. Then check answers around the class.
4 Ask students to tell a partner whether the statements are true or false for them and to correct the false statements so they are true.

Answers:

1 F (She has the same routine every school day.)
2 F (Her mother cooks breakfast.)
3 T
4 F (She often helps to make dinner.)
5 F (She watches TV and reads on the sofa before she goes to bed.)

3 Read and complete.

1 Ask students to read the short text and the example.
2 Students can work in pairs to complete the text with the correct verbs.
3 Check their answers as a class.

Answers:

1 doesn't get up	2 gets	3 doesn't
4 makes	5 don't work	6 work
7 don't come	8 come	

4 Answer the questions.

1 Students can quickly answer the questions in pairs.
2 Check their answers as a class.

Answers:

1 Yes, she does.	2 Yes, they do.
3 Yes, she does.	4 Yes, she does.

Writing and speaking

5 Write two true sentences and one false sentence about your daily routine.

1 Direct students to the *Remember!* box to review the uses of adverbs of frequency.
2 Ask students to read the example sentences and elicit that the adverb of frequency is used between *I* and the verb in each sentence.
3 Check students know that one of their three sentences should be false.
4 Students write their three sentences individually.

Answers:

Students' own answers.

6 Read your sentences to your partner. Your partner can guess which one is false!

1 Put students into pairs. Ask them to take it in turns to read their sentences out loud.
2 Remind students to say both the true sentences and the false sentences in the same way.
3 Direct students to the phrase *You don't always get up ...* in the example sentence and draw their attention to how to use adverbs of frequency in negative sentences.

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Unit 1 Lesson 1

Coming home

Vocabulary

1 Complete the sentences with these words.

daily routine sofa text way

1 I go to the baker's with my mother daily; we always buy bread in the morning.
2 Come and sit on this ______; four people can sit on it.
3 I saw Ahmed's father on his ______ to work this morning.
4 We do the same thing every day when we're on holiday, because my family like to have a ______.
5 Can you ______ my mother for me, because my phone is not working?

Language

2 Make sentences or questions, then match the pairs of sentences.

1 Hamdi / not / drink coffee / breakfast.
Hamdi doesn't drink coffee for breakfast.
2 How / Dina / get to school?
3 What time / your first lesson / begin / this morning?
4 She / not / like football.

a ☐ My first lesson / at 8 o'clock.
b [1] He / like / to drink tea.
He likes to drink tea.
c ☐ She / prefer / tennis.
d ☐ She / take / the bus.

3 Complete these sentences with an adverb of frequency, so they are true about yourself.

always never often sometimes usually

1 I ______ do my homework before I have my dinner.
2 I ______ get up late at the weekends.
3 My cousins ______ text me.
4 My brother/sister ______ helps me with my school work.
5 I ______ sit next to the same person in my lessons.

72 Lesson 1

Vocabulary

1 Complete the sentences with these words.

1 Ask students to complete the sentences with the correct words individually.
2 Allow students to compare their answers in pairs before checking around the class.
3 As a follow-up, ask students to write two or three sentences using the words in context.



Answers:

1 daily 2 sofa 3 way 4 routine 5 text

Language

2 Make sentences or questions, then match the pairs of sentences.

1 Draw students' attention to the instructions.
2 Quickly review how to form a negative present simple sentence by drawing students' attention to the example.
3 Ask students to complete the task individually.
4 Elicit each complete sentence and the sentence with the same meaning around the class.

Answers:

1 Hamdi doesn't drink coffee for breakfast.
2 How does Dina get to school?
3 What time does your first lesson begin this morning?
4 She doesn't like football.
a [3] My first lesson begins at 8 o'clock.
b [1] He likes to drink tea.
c [4] She prefers tennis.
d [2] She takes the bus.

3 Complete these sentences with an adverb of frequency, so they are true about yourself.

1 Students read the sentences and think about how frequently they do each activity. Refer students back to the *Remember!* box on page 3 of the Student's Book to help them choose the correct adverb of frequency if necessary.
2 Students write complete sentences with the adverbs of frequency from the box in their workbooks.
3 Ask students to compare and check their sentences in pairs. Then invite different students to read out their sentences.

Answers:

Students' own answers.

Skills

Reading:

- To read a short familiar text for gist
- To read a short familiar text and find specific information

Writing: To write sentences about your daily routine

Speaking: To read aloud sentences about your daily routine

Vocabulary: routine

Language:

- To use the present simple (affirmative, negative and question forms)
- To use adverbs of frequency

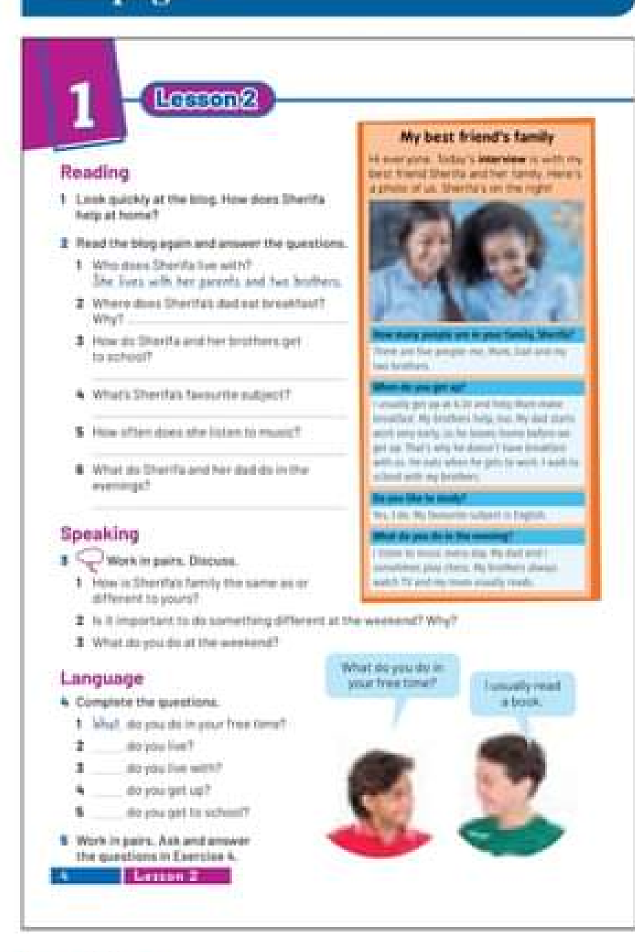
LESSON 2 SB pages 4-5 WB page 73

Outcomes:

- To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text to read words and use some word identification strategies with growing confidence.
- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text.
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- To distinguish their own point of view from that of the narrator or those of the characters.
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it.
- To answer simple questions and respond to simple statements in an interview.



SB page 4


1 Lesson 2

Reading

1 Look quickly at the blog. How does Sherifa help at home?

2 Read the blog again and answer the questions.

1 Who does Sherifa live with?
She lives with her parents and two brothers.
2 Where does Sherifa's dad eat breakfast? Why?
3 How do Sherifa and her brothers get to school?
4 What's Sherifa's favourite subject?
5 How often does she listen to music?
6 What do Sherifa and her dad do in the evenings?

Speaking

3 Work in pairs. Discuss.

1 How is Sherifa's family the same as or different to yours?
2 Is it important to do something different at the weekend? Why?
3 What do you do at the weekend?

Language

4 Complete the questions.

1 What do you do in your free time?
2 ____ do you live?
3 ____ do you live with?
4 ____ do you get up?
5 ____ do you get to school?

5 Work in pairs. Ask and answer the questions in Exercise 4.

My best friend's family

Hi everyone. Today's **interview** is with my best friend Sherifa and her family. Here's a photo of us. Sherifa's on the right.

How many people are in your family, Sherifa?

When do you get up?

Do you like to study?

Yes, I do. My favourite subject is English.

What do you do in the evening?

4 Lesson 2

Reading

1 Look quickly at the blog. How does Sherifa help at home?

1 Elicit or remind students what a blog is. Ask them how often they read blogs and what they read about on blogs.

2 Direct students to the instruction. Elicit possible activities young people can do to help at home.

3 Ask students to find the answer to the question by quickly scanning the blog.

4 Check answers as a class. You could then ask students how often they help their mothers to make breakfast.

Answers:

She helps her mother make breakfast.

2 Read the blog again and answer the questions.

1 Ask students to read the questions and try to remember the answers. Then ask students to identify the question words in each question, for example *who*, *where*, *how*, etc.

2 Students read the blog again and focus on finding or confirming the answers to the questions.

3 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1 She lives with her parents and two brothers.
2 He eats it at work because he starts work early and leaves home before the family get up.
3 They walk.
4 English
5 She listens to music every day.
6 They sometimes play chess.

Speaking

3 Work in pairs. Discuss.

1 The speech bubble icon in the Student's book denotes a critical thinking exercise, encouraging students to question and challenge what they know and learn, or to evaluate the reasons why someone would do something in order to understand it on a deeper level. The aim of this exercise is for students to understand the importance of managing their time so that they have time to relax and spend time with their family as well as doing their school work.

2 Put students into pairs to discuss the questions. Give them one or two minutes to think about their answers before they start talking.

3 Encourage students to refer back to the information in the blog to help them answer the first question.

4 Remind students to give a reason for their answer to the second question by using *because*, for example.

5 Ask students to use an adverb of frequency in their answer to the third question.

Answers:

Students' own answers.

Language

4 Complete the questions.

1 Read the example, then ask students to complete the remaining sentences using a question word. They can do this individually.

2 Check their answers as a class.



Answers:

1 What	2 Where	3 Who
4 When/What time	5 How	

5 Work in pairs. Ask and answer the questions in Exercise 4.

1 Read the example and check students understand the task.

2 Go round and monitor as students are asking and answering the questions in pairs. Make a note of any consistent errors and encourage students to correct these errors when they have finished.

3 Ask one or two pairs to demonstrate their dialogues to the class.

SB page 5


Lesson 2

1

6 Match the questions a–e to the answers 1–5.

a What do you usually do at the weekend, Nabil?

b What time do you go to bed at the weekend?

c Do you like football? Why?

d How many people are in your family?

e Where do you live?

1 __e__ In Cairo, in a big block of flats.

2 _____ Five: my parents, my grandma, me and my sister.

3 _____ Yes, I do, because it's fun and it's good for you!

4 _____ Sometimes I go to my friend's flat and we play computer games.

5 _____ At about ten o'clock.

Speaking

7 Work in pairs.

1 Choose a topic from below and ask a Yes / No question.

2 When your partner answers Yes, think of another Wh- question to ask about that topic.

books and TV family hobbies and interests school subjects sports

Remember!

A Yes / No question usually begins with a helping verb like Do / Did you ...? or with Are / Were you ...?

A wh- question starts with a question word (what, why etc.).

Life Skills

How much time do you spend on the following activities every day?

doing exercise doing homework reading on the sofa sleeping texting your friends

Do you think you should spend more or less time on these activities? Why?

Writing

8 Work in pairs.

1 Write six sentences about your routine.

2 Share your sentences with your partner. What is the same and what is different?

3 Write a short paragraph in your notebook. Write what is the same and what is different about you and your partner.

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6 Match the questions a–e to the answers 1–5.

1 Direct students to the photo of Nabil and tell students that they are going to match the questions Nabil was asked with his answers.

2 Help students with the term *block of flats*. Refer students to the photo and the *Glossary* if necessary.

3 Students match the questions to the answers, concentrating on the question words at the start of each question to help them find the answers.

4 Ask students to compare their answers in pairs. Then go round the class, inviting different students to say a question and then respond with the correct answer.

Answers:

1e	2d	3c	4a	5b

Speaking

7 Work in pairs.

1 This exercise requires students to use their critical thinking skills to find out information about another student. Elicit or explain that the first question in the speech bubbles (*Do you have any brothers and sisters?*) is a *Yes/No* question. Direct students to the *Remember!* box so they can see the words you can use at the start of a yes/no question.

2 Put students into pairs to ask and answer questions about each of the topics in the box.

3 Go around and monitor while students are talking. Make a note of good examples of questions and then share them in class when everyone has finished talking.

Life Skills

1 This *Life Skills* box focuses on helping students develop the life skill of self-management. The ability to manage their time and their activities is one that students will need to use every day for the rest of their lives. In order to develop this skill, students first need to consider how much time they spend on common, everyday activities and then evaluate whether they spend an appropriate amount of time on each one. Encourage students to tell their partner honest answers to the questions, but also make them aware that they don't have to share personal information if they don't want to.

2 Put students into pairs. Ask them to read the questions and activities. Encourage students to take a few minutes to carefully consider their answers. Remind them that they also need to think of reasons why they should spend more or less time doing each activity. You could model a possible answer with an explanation, for example: *I think I should spend more time reading on the sofa because it's important to relax.*



3 Students share their answers to the questions with a partner. Go around and monitor, reminding students to give reasons for their answers. Encourage more confident students to add another turn to the conversation after the first question and answer, for example by asking their partner a follow-up question like: *How often do you have time to read on the sofa?* Note any good examples of decision-making to elicit during class feedback.

Writing

8 Work in pairs.

1 Put students into pairs.
2 Ask students to write sentences about their routines.
3 Go around and monitor while students are writing, offering feedback and corrections where necessary.
4 Put students into pairs to compare the sentences they have written.
5 Students can then write a short text saying what is the same and what is different. They could do this for homework.

Answers:

Students' own answers.

WB page 73


Lesson 2

1

Vocabulary

1 Answer the questions.

1 Do you live in a block of flats, or somewhere else?

2 What do you do to have fun?

3 What exercise do you do every week?

4 How do you like to spend your time in the holidays?

Language

2 Match to make questions.

1	d What time do you get	a	play tennis?
2	Where do your	b	usually talk to at break?
3	How often do you	c	hard for your exams?
4	Who do you	d	up in the mornings?
5	Why do you want	e	cousins live?
6	Why do you study	f	to learn English?

3 Now answer the questions in Exercise 2 about yourself.

1 I usually get up at
2
3
4
5
6

Writing

4 Write a paragraph about what you and your family usually do in the holidays. You can use your ideas in Exercise 8 of your Student's Book.

Lesson 2 73

Vocabulary

1 Answer the questions.

1 Direct students to the instruction and elicit or explain that they need to write their own answers to the questions. Direct students to question 1 and the photo and elicit that the building in the photo is a block of flats.
2 Allow students time to complete the exercise individually. Monitor as they are working.
3 Students could check their answers with a partner by taking turns to ask the questions and give their answers.

Answers:

Students' own answers.

Language

2 Match to make questions.

1 Direct students to the example question.
2 Remind students to use the type of information in the second half of the question (a–f) to help them identify the correct question word in the first half of the question (1–6).



3 Students check their answers in pairs. Confirm answers in class.

Answers:

1d 2e 3a 4b 5f 6c

3 Now answer the questions in Exercise 2 about yourself.

1 Tell students that in this exercise they are going to practise writing sentences about themselves.

2 Direct students to the example and tell them to use adverbs of frequency in their answers where appropriate. Refer students back to the *Remember!* box on page 3 of the Student's Book for a reminder of how to use adverbs of frequency, if necessary.

3 Students then write their answers to the questions in class or for homework.

4 Ask confident students to read their sentence in class.

Answers:

Students' own answers.

Writing

4 Write a paragraph about what you and your family usually do in the holidays. You can use your ideas in Exercise 8 of your Student's Book.

1 Direct students to the instruction and check the meaning of *paragraph*. Tell students to write three or four sentences.

2 Students write their paragraph in class or for homework. Students can then swap their texts for their partner to check.

Answers:

Students' own answers.

Skills

Reading: To read and understand a blog about a student's family and daily routine

Speaking:

- To write questions about another student's daily routine
- To write a paragraph about what you and your family usually do in the holidays (Workbook)

Writing:

- To ask and answer questions about your family and relaxing at home
- To ask and answer questions to find out information about another student

Vocabulary: block of flats, interview [n]

Language: Question words

Life Skills: Self-management: managing time and routine

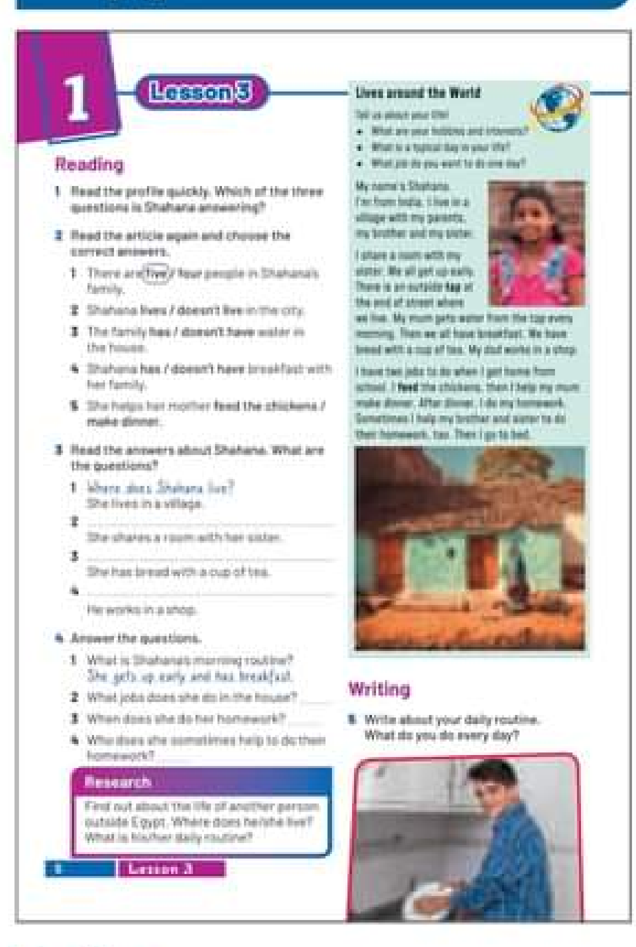
LESSON 3 SB pages 6-7 WB page 74

Outcomes:

- To use their knowledge of sight-words, letter patterns, sounds and clues from surrounding text to read words and use some word identification strategies with growing confidence
- To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it
- To answer simple questions and respond to simple statements in an interview



SB page 6


1 Lesson 3

Reading

1 Read the profile quickly. Which of the three questions is Shahana answering?

2 Read the article again and choose the correct answers.

1 There are five / four people in Shahana's family.
2 Shahana lives / doesn't live in the city.
3 The family has / doesn't have water in the house.
4 Shahana has / doesn't have breakfast with her family.
5 She helps her mother feed the chickens / make dinner.

3 Read the answers about Shahana. What are the questions?

1 Where does Shahana live?
She lives in a village.
2 ______
She shares a room with her sister.
3 ______
She has bread with a cup of tea.
4 ______
He works in a shop.

4 Answer the questions.

1 What is Shahana's morning routine?
She gets up early and has breakfast.
2 What jobs does she do in the house?
3 When does she do her homework?
4 Who does she sometimes help to do their homework?

Research

Find out about the life of another person outside Egypt. Where does he/she live? What is his/her daily routine?

6 Lesson 3

Lives around the World

Tell us about your life!
- What are your hobbies and interests?
- What is a typical day in your life?
- What job do you want to do one day?

My name's Shahana. I'm from India. I live in a village with my parents, my brother and my sister.

I share a room with my sister. We all get up early. There is an outside **tap** at the end of street where we live. My mum gets water from the tap every morning. Then we all have breakfast. We have bread with a cup of tea. My dad works in a shop.

I have two jobs to do when I get home from school. I **feed** the chickens, then I help my mum make dinner. After dinner, I do my homework. Sometimes I help my brother and sister to do their homework, too. Then I go to bed.

Writing

5 Write about your daily routine. What do you do every day?

Reading

1 Read the profile quickly. Which of the three questions is Shahana answering?

1 Tell students they are going to read a profile (a short description) about the daily life of a student called Shahana from India.
2 Direct students to the photo of Shahana and the photo of a house in India. Brainstorm students' ideas for possible similarities and differences between Shahana's daily life and theirs.
3 Draw attention to the words *feed* and *tap*. If they cannot deduce the meaning from the context, refer them to the *Glossary*.
4 Direct students to the three questions at the top of the text. Check the meaning of *typical* in the question *What is a typical day in your life?* with students.
5 Allow students to compare their answers in pairs and then check answers around the class.

Answers:

What is a typical day in your life?

2 Read the article again and choose the correct answers.

1 Tell students to read the sentences and try to answer correctly based on what they can remember from their first reading.
2 Ask students to identify the specific information they need to look for in the text, for example the word *city* in question 2 means students need to find a word for a place.
3 Check answers around the class by inviting different students to answer.
4 You could extend the task by asking students to write another sentence about Shahana based on the text which includes two options – one correct, one false. They could then read the sentence out loud to a partner who says which option is correct.

Answers:

1 five 2 doesn't live 3 doesn't have
4 has 5 make dinner

3 Read the answers about Shahana. What are the questions?

1 Read the first answer and the example question.
2 Explain that you would like them to write three more questions for the answers given. Students can do this in pairs.
3 Check their answers as a class.

Answers:

1 Where does Shahana live?
2 Who does she share a room with?
3 What does she have for breakfast?
4 Where does her father work?

4 Answer the questions.

1 Students now answer the four questions about the text. They can do this individually and compare answers in pairs.

Answers:

1 She gets up early and has breakfast.
2 She feeds the chickens and helps her mum make dinner.
3 She does it after dinner.
4 She sometimes helps her brother and sister to do their homework.

Research

1 Read the instruction. Students can do their research in class or for homework.

2 You could take in their work to mark.

Writing

5 Write about your daily routine. What do you do every day?

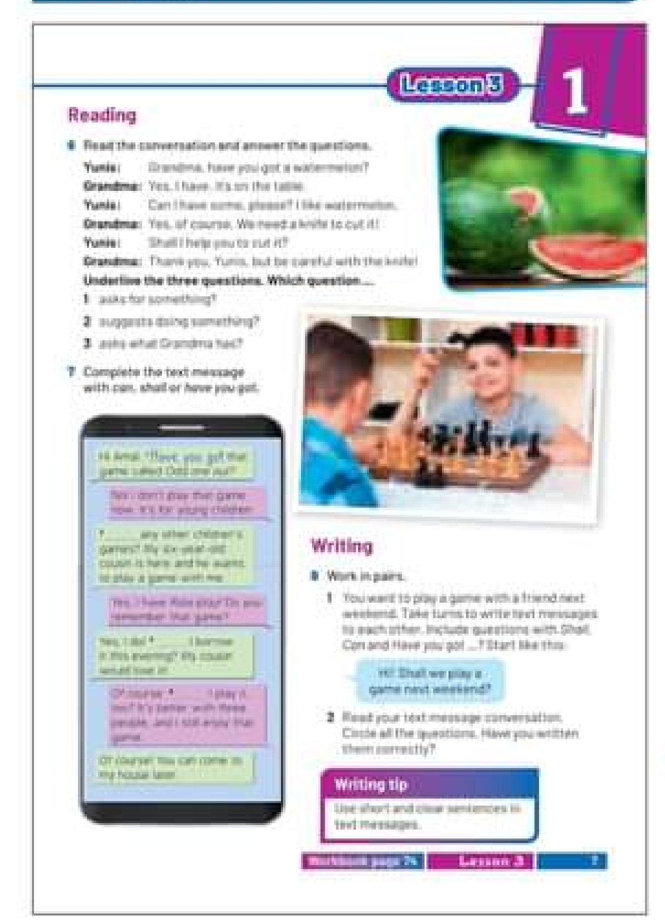
1 Give time for students to discuss what they are going to write with a partner. They can write in their notebooks.

2 You could ask a few students to read out their text to the class, or take it in to mark.

Answers:

Students' own answers.

SB page 7



Lesson 3 | 1

Reading

6 Read the conversation and answer the questions.

Yunis: Grandma, have you got a watermelon?
Grandma: Yes, I have. It's on the table.
Yunis: Can I have some, please? I like watermelon.
Grandma: Yes, of course. We need a knife to cut it!
Yunis: Shall I help you to cut it?
Grandma: Thank you, Yunis, but be careful with the knife!

Underline the three questions. Which question ...

1 asks for something?
2 suggests doing something?
3 asks what Grandma has?

7 Complete the text message with *can*, *shall* or *have you got*.

Hi Amal. [1]Have you got the game called Odd one out?
No. I don't play that game now. It's for young children.
[2]........ any other children's games? My six-year-old cousin is here and he wants to play a game with me.
Yes, I have [illegible]. Do you remember that game?
Yes, I do! [3]........ I borrow it this evening? My cousin would love it!
Of course. [4]........ I play it too? It's better with three people, and I still enjoy that game.
Of course! You can come to my house later.

Writing

8 Work in pairs.

1 You want to play a game with a friend next weekend. Take turns to write text messages to each other. Include questions with Shall, Can and Have you got ...? Start like this:

Hi! Shall we play a game next weekend?

2 Read your text message conversation. Circle all the questions. Have you written them correctly?

Writing tip
Use short and clear sentences in text messages.

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Reading

6 Read the conversation and answer the questions.

1 Ask students to look at the photo and elicit *watermelon*.

2 Ask students to read the conversation in pairs, then to answer the questions. Go round and monitor, offering help and support if necessary.

3 Check answers around the class.

4 Ask a few students to read the conversation again to the class and check their pronunciation.

Answers:

1 Can I have some, please?
2 Shall I help you to cut it?
3 Grandma, have you got a watermelon?

7 Complete the text message with *can*, *shall* or *have got*.

1 Direct students to the text messages. Ask students if they send text messages and, if so, who they send them to, how often they send them and what they write about in their text messages.

2 Ask students to start by reading through all the text to get a good general understanding of the conversation.

3 Tell students to complete the text message with the correct words. They can do this individually.

4 Ask students to compare their answers in pairs. Then compare answers in class, for example by asking two stronger students to read the complete text message conversation out loud.

Answers:

1 Have you got	2 Have you got
3 Can	4 Shall

Writing

8 Work in pairs.

1 Put students into pairs to practise writing their own text message conversations together.

2 Direct students to the *Writing tip* and encourage them to follow this advice.

3 Brainstorm ideas that students could include in their text message conversation and write these up on the board.



4 Tell students to take one page of their notebooks or piece of paper and take it in turns to write a text conversation.
5 Remind students to try to use the question words in their text messages correctly and ask them to check if they've done this before handing them over to their partner. Students can also check each other's sentences.
6 Monitor students' writing, offering help and feedback where necessary. Make a note of good text message conversations and ask students to share them during feedback.

Answers:

Students' own answers.

WB page 74


1 Lesson 3

Vocabulary

1 Complete the sentences.

feed share tap typical village

1 On a typical day, Reem gets up, goes to school and then helps her mother in her shop.
2 Hassan forgot to bring any food for the picnic, but we can ________ our food.
3 I live in a city, but my grandparents live in a small ________ in the country.
4 In England, a farmer doesn't need to ________ his goats in the summer, as they can find their own food in the mountains.
5 My uncle has a ________ in his garden and he uses it to water his plants every evening.

Language

2 Match to make questions.

1 [d] Has your father — a in your bag?
2 [ ] What have you got — b a glass of water, please?
3 [ ] Shall I help you — c the beach tomorrow?
4 [ ] Can I have — d got a computer?
5 [ ] Shall we go to — e carry your books?

3 Choose the correct word. Then role-play the dialogue.

Ali: This is a nice restaurant. [1] Shall / Do we eat here, Hassan?
Hassan: Yes, that's a good idea.
Waiter: Good evening. Where would you like to sit?
Ali: [2] Can / Do we sit next to the window?
Waiter: Of course. What would you like to eat?
Hassan: [3] Have you got / Do you get any fish today?
Waiter: Yes, we've got fish with rice or fish with potato chips.
Ali: We'd like fish with rice, please.
Waiter: [4] Do / Shall I bring you some water?
Hassan: Thank you.

4 Read the answers to some questions. Write the questions.

1 Have you got any cousins? Yes, I have five cousins. They live in Alexandria.
2 ________ Yes, that's a good idea. Let's go to the park tomorrow.
3 ________ No, you can't. Ice-cream is not good for you.
4 ________ Yes, my father's got a blue car.

74 Lesson 3

Vocabulary

1 Complete the sentences.

1 Direct students to the instruction. Tell them that the words in the box are all words they read in the article about Shahana's life in India on page 6 of the Student's Book.
2 Students complete the sentences individually. If they are uncertain about the meaning of any of the words in the box, you could refer them back to the text on page 6 of the Student's Book to see how the words are used in context.
3 Check answers by inviting volunteers to read out the completed sentences.

Answers:

1 typical 2 share 3 village
4 feed 5 tap

Language

2 Match to make questions.

1 Tell students to read both halves of all the sentences before they start.
2 Ask students to complete the exercise individually, then check answers with a partner.
3 Check the answers with the class.

Answers:

1d 2a 3e 4b 5c

3 Choose the correct word. Then role-play the dialogue.

1 Students read the dialogue and choose the correct word in pairs.
2 Check their answers as a class.
3 Students then role-play the dialogue. Go round and check they are doing this well. You could ask a few pairs to read their completed dialogues to the class.

Answers:

1 Shall 2 Can
3 Have you got 4 Shall

4 Read the answers to some questions. Write the questions.

1 Students read the answers and write the questions, as in the example.
2 Check their answers as a class.

Answers:

1 Have you got any cousins?
2 Shall we go to the park?
3 Can I have an ice cream?
4 Has your father got a car?



Skills

Reading: To read and understand an article about lives around the world

Writing:

- To write sentences about your daily routine
- To write text messages to ask and answer questions about daily life

Speaking: To ask questions to find out information about a partner

Vocabulary: feed, tap

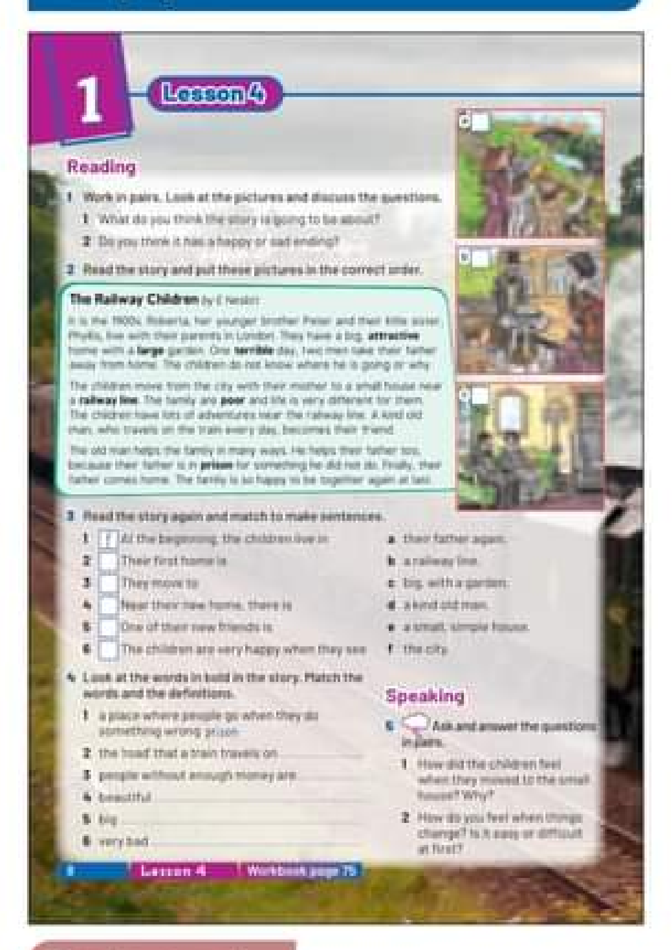
Language: Present simple questions with *can*, *shall* and *have/has got*

LESSON 4 SB page 8 WB page 75

Outcomes:

- To recognise some synonyms, homonyms, antonyms, prefixes, suffixes and root words
- To use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- To use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
- To determine the main idea of a text and explain how it is supported by key details i.e. Summarize the text
- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- To distinguish their own point of view from that of the narrator or those of the characters
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion
- To describe and compare feelings, people, places, actions, objects and events establishing relationships

SB page 8



1 Lesson 4

Reading

1 Work in pairs. Look at the pictures and discuss the questions.
1 What do you think the story is going to be about?
2 Do you think it has a happy or sad ending?

2 Read the story and put these pictures in the correct order.

The Railway Children by E Nesbit

It is the 1900s. Roberta, her younger brother Peter and their little sister Phyllis, live with their parents in London. They have a big, **attractive** home with a **large** garden. One **terrible** day, two men take their father away from home. The children do not know where he is going or why.

The children move from the city with their mother to a small house near a **railway line**. The family are **poor** and life is very different for them. The children have lots of adventures near the railway line. A kind old man, who travels on the train every day, becomes their friend.

The old man helps the family in many ways. He helps their father too, because their father is in **prison** for something he did not do. Finally, their father comes home. The family is so happy to be together again at last.

3 Read the story again and match to make sentences.
1 [f] At the beginning, the children live in
2 [ ] Their first home is
3 [ ] They move to
4 [ ] Near their new home, there is
5 [ ] One of their new friends is
6 [ ] The children are very happy when they see
a their father again.
b a railway line.
c big, with a garden.
d a kind old man.
e a small, simple house.
f the city.

4 Look at the words in bold in the story. Match the words and the definitions.
1 a place where people go when they do something wrong prison
2 the 'road' that a train travels on
3 people without enough money are
4 beautiful
5 big
6 very bad

Speaking

5 Ask and answer the questions in pairs.
1 How did the children feel when they moved to the small house? Why?
2 How do you feel when things change? Is it easy or difficult at first?

8 Lesson 4 Workbook page 75

Background

Tell students that *The Railway Children* is a novel written by an English author called Edith Nesbit. It was first published in 1906. Since then, the book has been translated into many other languages and several television and film versions of the book have been made. The story remains popular to this day.

Reading

1 Work in pairs. Look at the pictures and discuss the questions.

1 Tell students that the three pictures each show important scenes from the book *The Railway Children*.

2 Put students into pairs. Ask them to look carefully at the pictures and discuss: 1) who they can see in them, i.e. three children, a woman (who is their mother) and another older man; 2) where the people in the pictures are, i.e. by the side of a railway line, on a railway platform and inside a home; 3) what the people in the pictures are doing, i.e. waving to a train, meeting a man

on a railway station platform and sitting down and talking at home.

3 Direct students to the questions and ask them to think about and give their answers in their pairs.

4 In class, invite different students to share their answers to the questions. You could also have a class vote on what students think the story will be about and whether they think it will have a happy or a sad ending.

Answers:

Students' own answers.

2 Read the story and put these pictures in the correct order.

1 Tell students that they are now going to read a summary of *The Railway Children* story.

2 Ask students to read the whole summary and check their answers to Exercise 1.

3 Ask students to read the story again to get a general understanding of what happens in each paragraph of the summary. Students then match each paragraph to the correct picture.

4 Ask students to compare their answers in pairs and then check answers around the class.

Answers:

1 c	2 a	3 b

3 Read the story again and match to make sentences.

1 Tell students that the sentences they are going to match summarise the most important events that happened in the story of *The Railway Children*.

2 Encourage students to use what they can remember from their first reading of the story to match the sentence halves. Then they can refer back to the story in Exercise 2 to check their answers.

3 Students compare their answers in pairs and then go around the class and invite different students to say each complete sentence.

Answers:

1f	2c	3e	4b	5d	6a

4 Look at the words in bold in the story. Match the words and the definitions.

1 The words in bold in the summary are likely to be unfamiliar to students. Encourage students to use the definitions to help them decide if either a noun or an adjective is needed and then use this information to identify the correct word. If students are unable to deduce the correct meaning of these words from the context of the story, refer them to the *Glossary* to check their meanings.

2 Once students have completed the exercise, you could check that students can pronounce these words by modelling and drilling them in class.

Answers:

1 prison	2 railway line	3 poor
4 attractive	5 large	6 terrible

Speaking

5 Ask and answer the questions in pairs.

1 This exercise requires students to use their critical thinking skills to show empathy for the feelings of characters in the story and to speculate about what they would do in the situation the characters find themselves in.

2 Put students into pairs and give them one or two minutes to think about their answers to the questions. They might need to refer back to the second paragraph of the summary to remind themselves of how the children's lives change when they move from their home in the city.

3 Give students two to three minutes to talk. Note any good ideas or sentences to elicit at the feedback stage. When students' time is up, elicit some good examples of answers from different pairs in class.

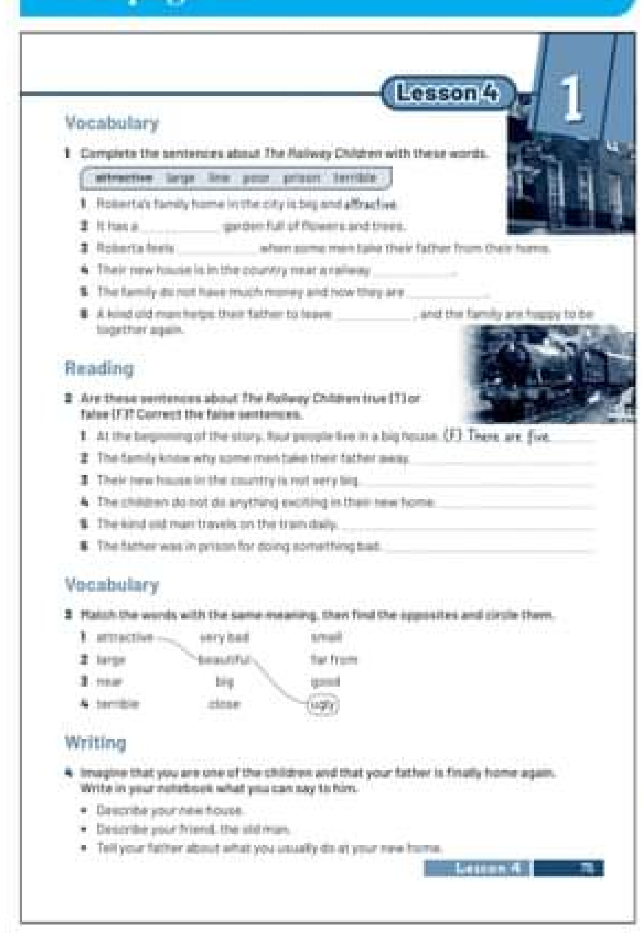
Suggested answers:

1 They are now poor and their house is much smaller. They are probably sad about this, although they have lots of adventures which might be fun.

2 Students' own answers.



WB page 75


Lesson 4

1

Vocabulary

1 Complete the sentences about *The Railway Children* with these words.

attractive large line poor prison terrible

1 Roberta's family home in the city is big and attractive.
2 It has a ________ garden full of flowers and trees.
3 Roberta feels ________ when some men take their father from their home.
4 Their new house is in the country near a railway ________.
5 The family do not have much money and now they are ________.
6 A kind old man helps their father to leave ________, and the family are happy to be together again.

Reading

2 Are these sentences about *The Railway Children* true (T) or false (F)? Correct the false sentences.

1 At the beginning of the story, four people live in a big house. (F) There are five.
2 The family know why some men take their father away. ________
3 Their new house in the country is not very big. ________
4 The children do not do anything exciting in their new home. ________
5 The kind old man travels on the train daily. ________
6 The father was in prison for doing something bad. ________

Vocabulary

3 Match the words with the same meaning, then find the opposites and circle them.

1 attractive	very bad	small
2 large	beautiful	far from
3 near	big	good
4 terrible	close	ugly

Writing

4 Imagine that you are one of the children and that your father is finally home again. Write in your notebook what you can say to him.

- Describe your new house.
- Describe your friend, the old man.
- Tell your father about what you usually do at your new home.

Lesson 4 75

Vocabulary

1 Complete the sentences about *The Railway Children* with these words.

1 Students complete the task individually. Refer them to the *Glossary* if they need to check the meaning of any of the words.

2 Ask students to compare their answers in pairs and then check answers around the class.

3 You could extend this activity by asking students to write their own sentences using some or all of the six words in the word pool.

Answers:

1 attractive	2 large	3 terrible
4 line	5 poor	6 prison

Reading

2 Are these sentences about *The Railway Children* true (T) or false (F)? Correct the false sentences.

1 Encourage students to first try to predict whether the sentences are true or false and then re-read the text on page 8 of the Student's Book to confirm their answers and check the correct versions of the false sentences.

2 Ask students to complete the exercise individually, then check answers with a partner. If they have different answers, they should work together to find the correct answer.

3 Check the answers with the class. Elicit or explain that *to take someone away* in the second sentence means to force someone to leave one place and go to another place, usually because the person has done something wrong or illegal.

Answers:

1 F (There are five.)
2 F (They don't know why.)
3 T
4 F (They have lots of adventures.)
5 T
6 F (He was in prison for something he did not do.)

Vocabulary

3 Match the words with the same meaning, then find the opposites and circle them.

1 Direct students to the adjectives. Elicit or explain that the adjectives in the left column were all used in the summary of *The Railway Children* and the adjectives in the other two columns have the same meaning (middle column) or the opposite meaning (right column).

2 Ask students to complete the exercise individually and then compare their answers in pairs.

3 Check the answers around the class.

4 Remind students that it is a good idea to use different words with similar meanings (for example large instead of big) in their writing to avoid repetition.

Answers:

1 attractive	beautiful	ugly
2 large	big	small
3 near	close	far from
4 terrible	very bad	good

Writing

4 Imagine that you are one of the children and that your father is finally home again. Write in your notebook what you can say to him.

1 Encourage students to use the ideas they discussed in Exercise 5 on page 8 of the Student's Book about how the children's lives changed when they moved from the city and their feelings about that to help them write their texts.

2 Ask students to take one or two minutes to imagine how the children would feel in this situation and write down their ideas before they start writing.

3 Monitor students' writing, offering help and feedback where necessary. Then ask students to exchange and check their texts with a partner. You could take in their work to mark.

Answers:

Students' own answers.

Skills

Reading: To read and understand a summary of the novel *The Railway Children*

Writing: To imagine you're one of the children in *The Railway Children* and write a description of your home, your friend, the old man, and what you usually do at your new home (Workbook)

Speaking: To talk about the children in *The Railway Children's* possible feelings and describe how you would feel in the situation they are in

Vocabulary: attractive, large, railway line, poor, prison, terrible

LESSON 5 SB page 9 WB page 76

Outcomes:

- To complete various types of listening comprehension tasks based on audio-visual information given in pictures, short stories and descriptions
- To follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion
- To answer simple questions and respond to simple statements in an interview

SB page 9


Lesson 5 1

Speaking

1 Work in pairs. Look at the pictures and ask and answer the questions.

1 Which bedroom belongs to one of the children in The Railway Children? Why?

2 What do you like about each room?

3 Which room do you like best? Why?

Vocabulary

2 Label the pictures with the words in the box.

armchair basin bookshelf carpet chest of drawers curtains lamp mirror sofa wardrobe

Listening

3 Listen to two descriptions. Which room is each person describing?

4 Listen again and answer the questions.

1 How does the boy read in bed? He has a lamp on his bookshelf

2 What do the curtains match?

3 What does the boy like best about his room?

4 Why does the girl sometimes sleep with the curtains open?

5 Where does she like to read?

6 Where does she wash her face before she goes to bed?

Speaking

5 Work in pairs. Describe your bedroom and listen to your partner describe his/her bedroom. Draw your partner's bedroom. Then compare your pictures.

Remember!

We use prepositions of place to say where things are:

behind / in front of

next to opposite

on / under / in

Speaking

1 Work in pairs. Look at the pictures and ask and answer the questions.

1 This exercise requires students to use their critical thinking skills to identify the time period a bedroom could be from and give their opinions about two bedrooms.

2 Put students into pairs to ask and answer the questions. Remind students that they need to give their own opinions in answer to questions 2 and 3 so there are no right or wrong answers.

3 Monitor students' conversations. Make a note of interesting or good answers and ask these students to share them in class.

Answers:

1 Bedroom a (because the other room is too modern)
2/3 Students' own answers.

Vocabulary

2 Label the pictures with the words in the box.

1 Direct students to the word box. Ask them to study the pictures again and identify the furniture they can see.

2 Students may need to refer to the *Glossary* to check the meaning of some of the vocabulary for furniture.

3 Ask students to compare answers in pairs and then check answers around the class.

4 Model and drill the pronunciation of the vocabulary. Focus on words which are likely to be more challenging to pronounce, for example *mirror*, *basin*, *curtains* and *wardrobe*.

Answers:

1 bookshelf	2 mirror	3 chest of drawers	
4 basin	5 armchair	6 lamp	
7 curtains	8 wardrobe	9 sofa	10 carpet

Listening

3 Listen to two descriptions. Which room is each person describing?

1 Tell students they are going to hear a boy describing one of the two rooms in the pictures and a girl describing the other room.

2 Play the recording. Ask students to compare answers with a partner.

3 Play the recording again for students to check their answers.

4 Draw students' attention to the sentence: *The colour [of the curtains] matches the carpet.* Elicit or explain that when the colour of two things 'matches', it's the same.



Audioscript

1

Boy: *My room is small, but it's really attractive. I have a lamp on a bookshelf next to my bed so I can read at night. I have a wardrobe with a mirror on the front, and my desk is under the window. Do you like my curtains? The colour matches the carpet.*

The best thing about my room is the sofa. I can sit there and read or watch videos on my computer.

2

Girl: *My bed is under the window. There are cushions on it! Sometimes I sleep with the curtains open because I like to look out of the window! I've got lots of books, and I like to sit and read in the big armchair. I keep some clothes in the chest of drawers. Our bathroom is downstairs, but I have a basin in my room, where I can wash my face before I go to bed.*

Answers:

The boy/ Speaker 1 is describing room b.
The girl/Speaker 2 is describing room a.

4 Listen again and answer the questions.

1 Direct students to the questions and ask them to try to answer based on what they can remember from their first listening.

2 Play the recording again and ask students to write a key word or phrase as the answer for each question. Students can then compare their notes in pairs before writing their answers as full sentences.

3 With more confident students, you could ask them to listen to the recording and then write their answers as complete sentences.

4 Go round the class checking answers. Check students' pronunciation of the vocabulary for furniture in the answers. Model and drill any items students find challenging again.

Answers:

1 He has a lamp on his bookshelf.
2 They match the carpet.
3 He likes his sofa.
4 Because she likes to look out of the window.
5 She likes to read in the armchair.
6 She washes her face in the basin.

Remember!

1 Draw students' attention to the *Remember!* box and ask them to read the prepositions of place.

2 Check students' understanding of the preposition by inviting different students to say what or who is behind them, in front of them, next to them, opposite them; and what is on or under the table and in their bag. Elicit or explain that *behind* and *in front of* have the opposite meaning.

3 Ask students to look at their answers to Exercise 4 again and underline or circle the preposition of place in the following answers: 1 (on his bookshelf), 5 (in the armchair), 6 (in the basin).

5 Work in pairs. Describe your bedroom and listen to your partner describe his/her bedroom. Draw your partner's bedroom. Then compare your pictures.

1 Ask students to think about what furniture there is in their bedroom and where it is. Weaker students will probably need to write down their description before they start speaking.



2 Remind students to use the prepositions of place in the *Remember!* box to describe the position of furniture in their bedroom.

3 Students take it in turns to describe their bedroom and draw their partner's bedroom. Go around the class monitoring students and help with any vocabulary needed.

4 Provide feedback on how accurately students used vocabulary for furniture and prepositions of place and how clearly they described their bedroom.

Answers:

Students' own answers.

Video

1 Tell students that they are going to watch a video about ancient furniture. Ask them what furniture they think the Ancient Egyptians had and what differences they think there are between the Ancient Egyptians' furniture and the furniture we have today.

2 Play the video so students can check their answers.

3 Encourage students to ask and answer the questions at the end of the video (Do you look at yourself in a mirror when you leave home? What other furniture do you have at home?) with a partner.



Videoscript

Narrator: *This is a chair from Ancient Egypt, and it is more than four thousand years old. Like many chairs today, it is made from wood.*
In Ancient Egypt, only the richest people had wooden furniture because it was very expensive. Today, most people have wooden furniture and it is not usually very expensive.
We all sit on chairs at home. But in Ancient Egypt, only very rich people used chairs. Other people sat on the floor.
Here is another chair from Ancient Egypt. It is made from wood, but it is covered in gold. Can you see the lions' heads? It belonged to the pharaoh, Tutankhamun. You can see it in the Museum of Egyptian Antiquities in Cairo.
We believe that the Ancient Egyptians made the very first tables. This table is more than 3,000 years old.
Today, tables are usually made from wood. But in Ancient Egypt, they were sometimes made from stone. They used tables for many things, such as writing, eating and playing games.
The Ancient Egyptians also used mirrors. Today, mirrors are usually made from glass. This mirror is more than 3,000 years old and it is made from metal.
Do you look at yourself in a mirror when you leave home?
What other furniture do you have at home?

WB page 76

1 Lesson 5

Vocabulary

1 Complete the crossword.

Down
1 This gives you light.
3 You can wash your face in this.
4 They are next to your windows and you close them at night.

Across
2 It is a big cupboard where you can put your clothes.
4 A ______ of drawers is where you can put your clothes.
5 You can see yourself in this.
6 These are on the floor.

Listening

2 Listen and complete the description of the bedroom.

I like my parents' bedroom. When they open the 1curtains, there is always lots of sunlight in the room. Their bed is 2 ______ the window. In 3 ______ of the bed they have a big 4 ______. My mum puts her dresses in there. There is also a/an 5 ______ next to the window. My dad sometimes reads his book here. He puts his clothes in a big chest of 6 ______. This is 7 ______ the door. They don't have a/an 8 ______ in their room because the bathroom is next to their room, but they have a big 9 ______. My sister always likes to look at herself in it!

Writing

3 Write about 50 words describing your bedroom.

76 Lesson 5

Vocabulary

1 Complete the crossword.

1 Students check their understanding of the words for things in a bedroom which they learned or reviewed in Exercise 2 on page 9 of the Student's Book.

2 Students complete the task individually. Refer them to the *Glossary* if they need to check the meaning or spelling of any the words.

3 Ask students to compare their answers in pairs and then check answers around the class.



Answers:

				1 l						
			2 w	a	r	d	r	o	3 b	e
				m					a	
				p		4 c	h	e	s	t
						u			i	
						r			n	
						t				
						a				
					5 m	i	r	r	o	r
						n				
6 c	a	r	p	e	t	s				

Listening

2 Listen and complete the description of the bedroom.

1 Ask students to read the description and use the context to predict the missing words.

2 Play the recording and ask students to complete the task. Tell students to check their answers to make sure they have spelled all of the words correctly.

3 Allow students to compare their answers with a partner and then check answers around the class.



Audioscript

I like my parents' bedroom. When they open the curtains, there is always lots of sunlight in the room. Their bed is under the window. In front of the bed they have a big wardrobe. My mum puts her dresses in there. There is also an armchair next to the window. My dad sometimes reads his book here. He puts his clothes in a big chest of drawers. This is behind the door. They don't have a basin in their room because the bathroom is next to their room, but they have a big mirror. My sister always likes to look at herself in it!

Answers:

1 curtains	2 under	3 front
4 wardrobe	5 an armchair	6 drawers
7 behind	8 a basin	9 mirror

Writing

3 Write about 90 words describing your bedroom.

1 Direct students back to the description they completed in Exercise 2 and tell them to use this text as a model for their own description.

2 Tell them to write about what furniture is in their bedroom and also add some extra information about each piece of furniture, for example what their family uses it for.

3 Students plan and write their descriptions individually. Then ask them to swap texts with a partner and give each other feedback on them.

4 Monitor students' writing, offering corrections and feedback where necessary.

Answers:

Students' own answers.

Skills

Writing: To write a short description of your bedroom (Workbook).

Listening: To listen to descriptions of bedrooms

Video: To understand a video about furniture in Ancient Egypt

Speaking:

- To give opinions about bedrooms
- To describe your bedroom

Vocabulary: basin, chest of drawers, mirror, wardrobe

Language: Prepositions of place

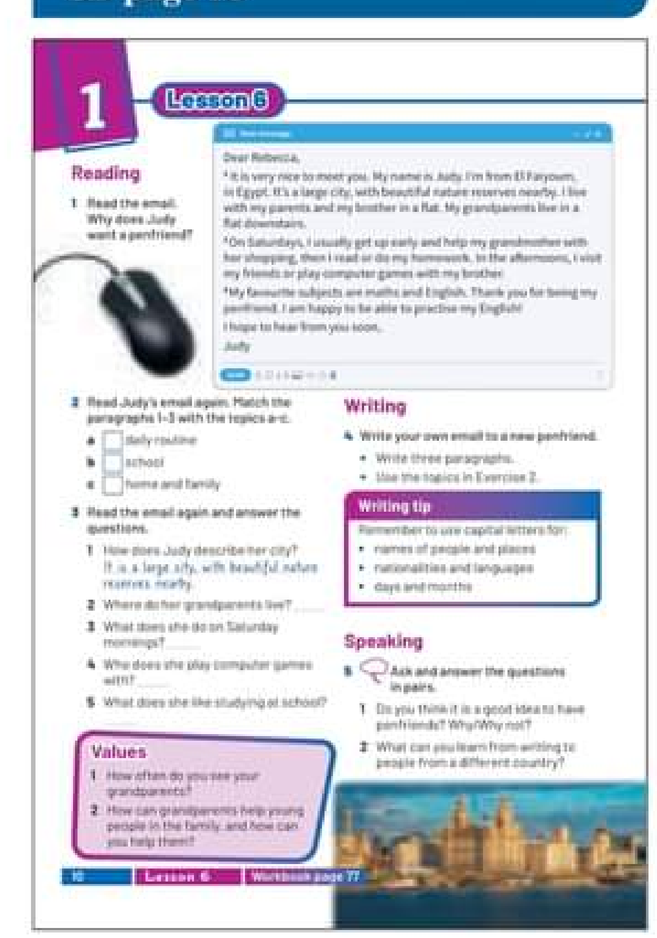


LESSON 6 SB page 10 WB page 77

Outcomes:

- To ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- To plan, write and sequence texts; read and talk about their writing with the teacher to check it makes sense and begin to make suggestions to improve it
- Follow agreed upon rules for discussion up to this age e.g. Listening to others with care, speaking one at a time about the topics and texts under discussion
- To answer simple questions and respond to simple statements in an interview
- To describe and compare feelings, people, places, actions, objects and events establishing relationships

SB page 10



1 Lesson 6

Reading

1 Read the email. Why does Judy want a penfriend?

Dear Rebecca,

[1] It is very nice to meet you. My name is Judy. I'm from El Fayoum, in Egypt. It's a large city, with beautiful nature reserves nearby. I live with my parents and my brother in a flat. My grandparents live in a flat downstairs.

[2] On Saturdays, I usually get up early and help my grandmother with her shopping, then I read or do my homework. In the afternoons, I visit my friends or play computer games with my brother.

[3] My favourite subjects are maths and English. Thank you for being my penfriend. I am happy to be able to practise my English!

I hope to hear from you soon.

Judy

2 Read Judy's email again. Match the paragraphs 1–3 with the topics a–c.

a ☐ daily routine

b ☐ school

c ☐ home and family

3 Read the email again and answer the questions.

1 How does Judy describe her city? It is a large city, with beautiful nature reserves nearby.

2 Where do her grandparents live? ______

3 What does she do on Saturday mornings? ______

4 Who does she play computer games with? ______

5 What does she like studying at school? ______

Values

1 How often do you see your grandparents?

2 How can grandparents help young people in the family, and how can you help them?

Writing

4 Write your own email to a new penfriend.

- Write three paragraphs.
- Use the topics in Exercise 2.

Writing tip

Remember to use capital letters for:

- names of people and places
- nationalities and languages
- days and months

Speaking

5 Ask and answer the questions in pairs.

1 Do you think it is a good idea to have penfriends? Why/Why not?

2 What can you learn from writing to people from a different country?

10 Lesson 6 Workbook page 77

Reading

1 Read the email. Why does Judy want a penfriend?

1 Direct students to the instruction. Elicit possible reasons why young people would want to have a penfriend, for example to learn about different countries or to practise writing in another language.

2 Ask students to scan the email to find the reason. Check answers in class.

Answers:

She wants to practise her English.

2 Read Judy's email again. Match the paragraphs 1–3 with the topics a–c.

1 Tell students they are going to read the email again and this time they are going to identify the topic of each paragraph.

2 Direct students to the topics and ask them to predict which paragraph matches with each one from memory.

3 Ask students to look for words with a similar meaning to the topic names in the text, for example *subjects*, *maths* and *English* in paragraph 3 are connected with the topic of school.

4 Check answers around the class. Ask more confident students to say the words in each paragraph which are connected to each topic.

Answers:

a2 b3 c1

3 Read the email again and answer the questions.

1 Tell students they are going to read the email again and this time they are going to find specific information in it.

2 Direct students to the questions and ask them to write their answers in complete sentences.

3 Students compare their answers in pairs.

4 Check answers around the class.

Answers:

1 It is a large city, with beautiful nature reserves nearby.

2 They live in a flat downstairs.

3 She helps her grandmother with shopping.

4 She plays with her brother.

5 She likes studying maths and English.



Values

1 These questions focus students' attention on co-existence values and highlight the importance for young people of spending time with their grandparents, even though they are from a different generation.
2 Direct students to the questions and give them one or two minutes to think about their answers. Encourage them to think of examples from their own experience, for example how their grandparents help in their family, but also bear in mind that not all students may have grandparents or be in regular contact with them.
3 Monitor students' discussions and invite individual students to share any good or interesting answers in class, if they feel comfortable doing so.

Writing

4 Write your own email to a new penfriend.

1 Direct students to the instruction and elicit the task from a strong student.
2 Direct students to the *Writing tip* and read it out loud in class. Refer students back to the model email on page 10 of the Student's Book and ask students to find all of the words in it that start with capital letters. Ask more confident students to explain why a capital letter is needed in each example.
3 Tell students to plan their text and make notes about what they could include in each paragraph.
4 Students use their notes to write their own emails. When they have finished the exercise, ask them to check that they have used capital letters correctly.
5 Students can then swap work with their partner to read and check. Ask pairs to read out their partner's emails to the class.

Answers:

Students' own answers.

Speaking

5 Ask and answer the questions in pairs.

1 Put students into pairs and ask them to read the questions.
2 Give students a few minutes to think about their answers. Weaker students will need to make notes to help them give their answers.
3 Students answer the questions in their pairs.
4 Monitor students' discussions and make a note of any good answers. You can ask students to share these during the feedback stage.

Answers:

Students' own answers.

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Lesson 6

1

Language

1 Copy and punctuate the email to a penfriend in your notebook. Use capital letters.

hi tamer

thank you for your email i would love to visit the nature reserves near el faiyoum there are no nature reserves where i live in cambridge but there are some nice parks nearby i would love to help you with your english please write to me again soon

yours oliver

Reading

2 Put this email to a penfriend in the correct order.

Hi Leila

a ☐ Without a garden, I often go to the park at the weekends. I love taking photos of the birds there. Do you have many birds where you live?

b [1] Thank you for your email. Here is some information about me. I live with my parents and my two sisters in Oxford. We live in a house but we don't have a garden. Does your home have a garden?

c ☐ I hope you can write to me again soon and please answer my questions!

d ☐ I enjoy my school and I have many friends there. The school is a short walk from my house. Is your school nearby, or is it far from your home?

Best wishes

Mariana

Writing

3 Write a reply to the email above in your notebook.

- Remember to start and finish the email correctly.
- Answer the penfriend's questions.
- Remember to use capital letters correctly.

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Language

1 Copy and punctuate the email to a penfriend in your notebook. Use capital letters.

1 Ask students to read the email and complete the task individually.
2 Ask students to compare their emails in pairs.

Answers:

Hi Tamer
Thank you for your email. I would love to visit the nature reserves near El Faiyoum. There are no nature reserves where I live in Cambridge, but there are some nice parks nearby. I would love to help you with your English. Please write to me again soon.
Yours,
Oliver



Reading

2 Put this email to a penfriend in the correct order.

1 Ask students to read the email from start to finish first, to get an idea of what it is about.

2 Now ask them to put the paragraphs in the correct order, starting with the example answer. They can do this in pairs.

3 Check their answers as a class and make sure that they all agree. You could get a student to read out the email to check it makes sense.

Answers:

a2	b1	c4	d3

Writing

3 Write a reply to the email above in your notebook.

1 Explain that students should first make notes before they start their emails.

2 Students check each other's work and make suggestions for improvements in pairs.

3 Ask individual students to read out their emails, or you could take in their work to mark.

Answers:

Students' own answers.

Skills

Reading: To read an email from a penfriend

Writing:

- To write an email to a friend an email
- To use punctuation correctly in (Workbook)
- To write a reply to an email (Workbook)

Speaking: To give and listen to opinions about the benefits of penfriends

Values: Coexistence values: participation, respect

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Outcomes:

- To review and practise the vocabulary and structures of the unit.

Before using the book:

- Write *Coming home* on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and language.
- Tell the students that they are now going to complete the review section for this unit to see what they have learned.

SB page 11


Lesson 7

1

Review

1 Complete the emails with the correct form of the verbs in brackets.

Hi Alex!

Thanks for being my penfriend. I'm from England. I [1] get up (get up) at about half past seven, and then my mum [2] ______ (make) breakfast for the family. I [3] ______ (walk) to school with my brother. Our school [4] ______ (finish) at three o'clock. After school, we sometimes [5] ______ (do) sport or play music. I [6] ______ (not watch) TV when I get home. I always [7] ______ (do) my homework first.

Can you tell me about your typical daily routine in Germany?

Hi Dan!

Thanks for your email. In Germany, school [8] ______ (start) very early in the morning. So I [9] ______ (not have) breakfast before school. There is a 'breakfast break' after the first lesson. How many lessons [10] ______ (your school have) every day?

2 Write questions. Then write the answers.

1 What time / Dan / get up? What time does Dan get up? He gets up at half past seven.

2 Dan / make his own breakfast?

3 How / Dan and his brother / go to school?

4 What time / Dan's school finish?

5 When / Dan / do / his homework?

6 Why / Alex / have breakfast at school?

3 Complete the text with words from the picture.

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Review

1 Complete the emails with the correct form of the verbs in brackets.

1 In this exercise, students review the positive, negative and question forms of the present simple.



2 Direct students to the instruction and the two emails. Tell them to start by reading the two emails all the way through. Then ask them to look closely at the verbs in brackets and write the present simple form of each one.

3 Put students into pairs to check their answers. Then check answers around the class.

Suggested answers:

1 get up	2 makes	3 walk
4 finishes	5 do	6 don't watch
7 do	8 starts	9 don't have
10 does your school have		

2 Write questions. Then write the answers.

1 Direct students' attention to the example question and answer.

2 Students write the questions and answers and then compare in pairs.

3 Check answers in class by inviting different pairs to ask and answer the questions.

Answers:

1 What time does Dan get up? He gets up at half past seven.
2 Does Dan make his own breakfast? No, he doesn't. His mum makes it.
3 How do Dan and his brother go to school? They walk.
4 What time does Dan's school finish? It finishes at 3 o'clock.
5 When does Dan do his homework? He does it before he watches TV/when he gets home.
6 Why does Alex have breakfast at school? Because his school starts very early so they have it at the 'breakfast break'.

3 Complete the text with words from the picture.

1 In this exercise, students review vocabulary for furniture.

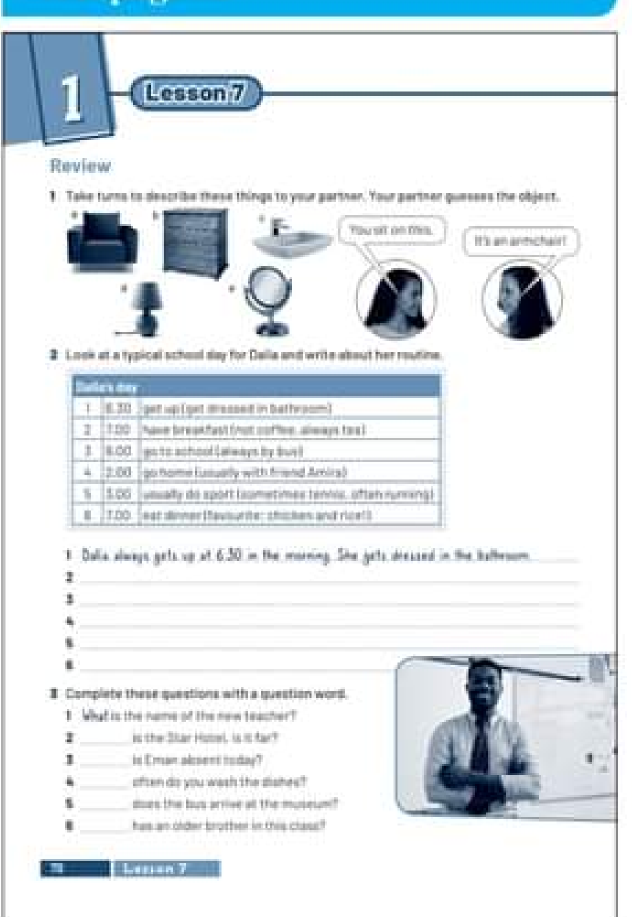
2 Put students into pairs to write the correct word for each gap in the text, using the picture.

3 Check answers in class by inviting different students to read a completed sentence.

Answers:

1 wardrobe	2 mirror	3 bookshelf
4 curtains	5 lamp	6 bed
7 armchair	8 chest of drawers	9 carpet

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1 Lesson 7

Review

1 Take turns to describe these things to your partner. Your partner guesses the object.

2 Look at a typical school day for Dalia and write about her routine.

Dalia's day		
1	6.30	get up (get dressed in bathroom)
2	7.00	have breakfast (not coffee, always tea)
3	8.00	go to school (always by bus)
4	2.00	go home (usually with friend Amira)
5	3.00	usually do sport (sometimes tennis, often running)
6	7.00	eat dinner (favourite: chicken and rice!)

1 Dalia always gets up at 6.30 in the morning. She gets dressed in the bathroom.
2
3
4
5
6

3 Complete these questions with a question word.

1 What is the name of the new teacher?
2 ______ is the Star Hotel, is it far?
3 ______ is Eman absent today?
4 ______ often do you wash the dishes?
5 ______ does the bus arrive at the museum?
6 ______ has an older brother in this class?

78 Lesson 7

Review

1 Take turns to describe these things to your partner. Your partner guesses the object.

1 Put students into pairs and direct them to the instructions and the pictures of furniture.

2 Refer students to the *Glossary* if they need to check the meaning of any words for the things in the pictures.

3 Students take it in turns to describe an object and guess what it is. Monitor students' conversations and make a note of any good descriptions to use during the feedback stage.

Suggested answers:

a You sit on this.
b You put clothes in this.
c You wash your face in this.
d You use this to help you to read at night.
e You look at yourself in this.

2 Look at a typical school day for Dalia and write about her routine.

1 Put students into pairs and direct them to the example answer. Tell them to use the information in brackets to decide which adverb(s) of frequency they need to use in their sentences.

2 Check answers by inviting volunteers to read out the completed sentences.

Suggested answers:

1 Dalia always gets up at 6.30 in the morning. She gets dressed in the bathroom.
2 She always has breakfast at 7 o'clock. She never drinks coffee, she always drinks tea.
3 She always goes to school by bus at 8 o'clock.
4 She always goes home at 2 o'clock. She usually goes with her friend Amira.
5 She usually does sport at 3 o'clock. She sometimes plays tennis and often goes running.
6 She always eats dinner at 7 o'clock. Her favourite food is chicken and rice!

3 Complete these questions with a question word.

1 Students complete the task individually.

2 Ask students to compare their answers in pairs before checking answers in class.

Answers:

1 What 2 Where 3 Why 4 How
5 When 6 Who

